

Overview: Reading for Pleasure at HLF

Reading is the **single biggest indicator of a child's future success** – more than their family circumstances, their parents' educational background or their income. (*The Organisation for Economic Co-operation and Development OECD*)



What the experts say – Suzanne Horton

- The teaching of grammar should be unobtrusive within a meaningful literary curriculum, using authentic texts, rather than taught discreetly.
- Expose children to the features you need to teach in key texts first.
- Teaching grammar needn't consist of pupils highlighting words in de-contextualised sentences.
- Children need sufficient opportunities to apply the grammar being taught, orally rehearsing them first before committing them to paper.
- Ensure children develop a sense of how a grammar choice enhances a sentence through reading.
- The more you talk about the use of different grammar, such as how conjunctions are used to extend sentences, adding detail for the reader, the more they will become an automatic addition within children's own writing.

Suzanne Horton is a senior lecturer and subject leader for Primary English at the University of Worcester, and she has a particular interest in grammar, phonics and reading comprehension.

What the experts say – Bob Cox

- Using high quality literary texts as models to stimulate quality writing, supporting the need for greater knowledge of literature and providing the scope for deeper learning;
- Write with your pupils;
- Build in 'beyond the limit' reading and investigations as early in the process as possible;
- Allow plenty of opportunities for reflection and peer to peer feedback;
- Give the children 'wings to fly'.

Bob Cox is the Director of the website Searching for Excellence, and an advanced skills teacher with 25 years teaching experience. Most of his ideas have been used in his own workshop sessions with pupils.

EEF evidence-based recommendations to improve literacy outcomes

The Impact of Writing for Enjoyment Programmes

Abstract 29 Jan 2024

- 4 in 5 (80.6%) pupils told us that they felt they were better at writing, compared with before taking part.
- Over half (56.1%) told us that they enjoyed writing after taking part, compared with 38.1% before taking part, and 34.6% nationally.
- 4 in 5 (79.3%) pupils told us that they liked being able to choose what they wrote about.
- While 1 in 4 (26.3%) pupils told us that they thought poetry and stories were 'fun' before taking part, this increased to nearly 2 in 3 (63.7%) after taking part.

The Power of Reading puts quality children's literature at the heart of literacy learning and is built on years of research and best practice.

The Hove Learning Federation believes in developing a lifelong love of reading, that reading underpins children's learning in English and across the wider curriculum and provides a knowledge base for lifelong learning. We believe in the importance of **high-quality texts** to ensure children become immersed in a text through **understanding themes, characters and authors' intentions**. In addition to teaching through core texts in English, children are exposed to a **wide range of texts** in a variety of ways, for example: **DEAR time**, topic learning and foundation subjects. Texts are chosen with careful consideration for **diversity and cultural capital**, access for all, needs and interests in a class/year group, and which facilitate the development of children's reading skills.

Building a whole school reading for pleasure culture

- An environment that enthuses and inspires
- Reading aloud
- Teachers who are passionate and knowledgeable about children's literature
- High quality texts in teaching and book corners
- Authors to inspire and understand writing process
- Drama and role play for understanding and access
- Community of readers
- Opportunities for talking about reading
- Use literature beyond English lessons

Expectations

Expectations:	Strategies:
Children will maintain a positive attitude to reading	<ul style="list-style-type: none"> • DEAR (drop everything and read) is used in KS2 to promote a love of reading. • Children read and discuss an increasingly wide range of genres/texts • Children read for a range of purposes • Time for 'Book Talk' is allocated so that children can share what they're reading with their peers, giving reasons for their choices • Children participate in discussions about books that are read to them and those that they can read for themselves, building on their own and others' ideas and challenging views courteously • There are opportunities for making comparisons within and across books • Book corners are exciting and inviting places that encourage a love of reading with a range of high-quality texts • Reading is to be celebrated and in EYFS and key stage 1 certificates to be given to children to celebrate them reading 10, 20, 50 and 100 books
Children will comprehend what they read at an age-related level	<ul style="list-style-type: none"> • Opportunities for children to discuss their understanding of texts and explore the meaning of words in context are provided • Time provided for children to ask questions to improve their understanding is built into lessons • Teaching of key reading skills is planned for including drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence; predicting what might happen from details stated and implied; summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
Teachers ensure a positive reading environment	<ul style="list-style-type: none"> • Each classroom has a warm, inviting reading area containing a range of high-quality, accessible books that stimulate and challenge children in their reading choices • Book corners are kept tidy and with clear signage indicating fiction and non-fiction texts. Signage is used to remind children to look after the books, with examples of questions they might ask when reading to stimulate ideas • Teachers model reading aloud and a love of reading • Authors are invited into school, virtually or in-person • Regular reading events are staged, for all year groups
Teachers plan structured lessons to meet National Curriculum standards	<ul style="list-style-type: none"> • An integrated approach is used across year groups (e.g. 'Talk for Writing,' 'Reading into Writing,' 'DEAR time,' guided reading and whole class reading sessions) • In year R-3 daily reading sessions are taught using a range of skills-based activities • Whole class reading sessions linked to a core text in KS2 are used to teach reading skills
Teachers differentiate plans and resources to meet the reading needs of all children	<ul style="list-style-type: none"> • Pupils pinpointed for extra support in reading may be given the opportunity to participate in more intensive programmes (e.g. 'Read 2 Write', 'BRP', Inference intervention, additional guided reading groups or additional reading with volunteers) to support progress • DA/EAL/LAC children are targeted for these reading interventions as priority

DEAR time structure



Expectations:

- Designated daily time - 20 minutes minimum (*ideally after lunch for whole school consistency and sacrosanct time*).
- Both silent reading sessions
- 2 out of the 3 reading journal sessions on rotation

Session 1:

Author visit.
Chn express their thoughts/feelings/ideas in Reading Journal



Session 2:

Silent independent reading.
CT read with focus chn.
5 mins of book talk to follow.



Session 3:

Read aloud to whole class.
Text linked to English.
Quick fire 5Qs in 5 mins to follow.



Session 4:

Reading Journal task.
Record a creative, vocabulary or other task
Could be related to English.

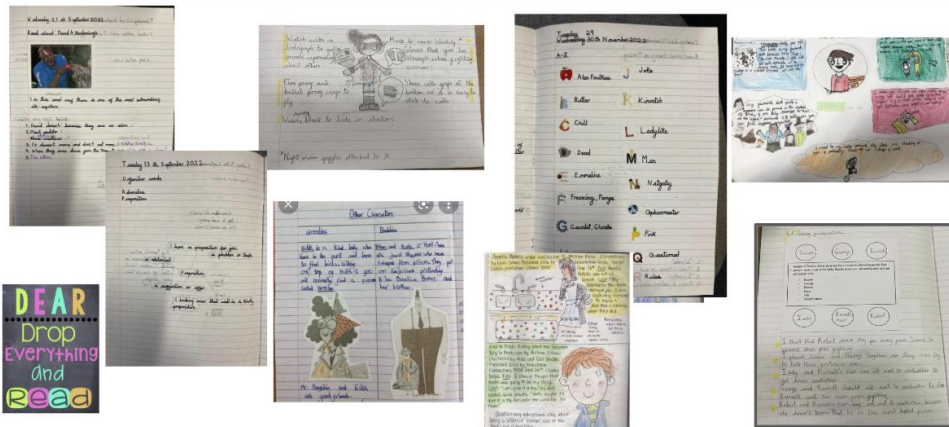


Session 5:

Silent independent reading.
CT read with focus chn.
5 mins of book talk to follow.



Reading journal task examples



Author visit examples

